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ABSTRACT

A junior high school level program combines reading instruction with guidance counseling. Students become aware of their personal dignity, worth, and responsibility. An introduction to the rationale of classroom counseling precedes 6 sections of course materials and techniques. A section on values clarification contains exercises examining personal values, aspirations, peer pressures, friendship, and monetary values. A section on self-awareness includes exercises and activities for expressing feelings and recognizing the characteristics of a high self-esteem person. A communication skills section focuses on behavior change, listening skills, dealing with feelings, problem solving, and parenting. Techniques for implementing change include a behavior description profile, behavior modification contract, group counseling contract, and suggestions for building self-esteem in the classroom. A section of suggestions for teacher record-keeping consists of guidance statistics, an evaluation form, a reading plan, a parental permission form, and a general information sheet. A final section outlines commercial materials for counseling. A bibliography concludes the handbook. (LP)

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FUTUREPRINT COUNSELING DESIGN

Demonstration Reading Program -

CG 400 206

De Anza Junior High School

Ontario - Montclair School District

Ontario, California

FUTUREPRINT

COUNSELING DESIGN

by

Mary A. Guillen

Project Counselor

1981

DEDICATION

To all young persons struggling to
grow up - and
To educators dedicated to helping
them grow in love and appreciation
for truth, goodness, and beauty....

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March 1981

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INTRODUCTION

Is a comprehensive counseling program in a Junior High School, or, for that matter, any school, worth the effort? My contention is yes, first, if it is, in fact, comprehensive. Secondly, if there is more than lip service given to it. In other words, that it has a budget, a proposal and some personnel. In addition to this, it is of utmost importance that the counseling personnel begin to be looked at less as person-to-student counselors and even group leaders, and more as consultants that can come to the classroom and assist the teacher in co-leading, demonstrating, providing in-service training, workshops, etc., in guidance activities that can be helpful to the teacher not only in the areas of academic development, but also behavior modification, career awareness, social growth and group dynamics.

It is my belief that the prime goal of an educator in relation to a student is to inspire. Learning occurs in a relational context of persons facilitating each other in a dialogue or action. The discipline that results from that is more integral because it is self-imposed and self-directed. This discipline has more to do with learning than mere self control or control from another because it is not strictly authoritarian or power based. Consequently its effects are more far reaching, however, involving greater risk.

The following material is meant to be simply a help to a teacher who is searching. In no way does it substitute for a well thought out personal philosophy of human nature. That is a life process requiring constant re-evaluation.

Junior high school students are unique persons in a unique predicament: growing out of childhood and facing all the discomfort and anxiousness of what a butterfly's metamorphosis involves. Perhaps the comparison of a volcanic eruption is more appropriate. At this time the student needs above all understanding and patience or, at least, tolerance. He/she still needs direction, limits, monitoring, guiding, values clarification, sometimes a contract, and counseling. The students need to be trusted, supported, and yet supervised and helped. The last thing in the world they need is to be given up on, because this might just confirm to them their own sense of discouragement and inadequancy.

Use the following materials wisely, judiciously and appropriately. Any of it can work at sometime for you. You are what will make any of it work or fail. It depends entirely on your own creativity, resourcefulness and committment to teaching children.

In his book, PSYCHOLOGY IN THE CLASSROOM, Rudolph Driekurs offers one workable framework for identifying the useful and useless types of student social behavior. The purpose being to know what best intervention strategy will work to redirect that student's behavior in a positive direction. Some reflection on this carefully selected segment of his book can have rewarding results. One such reward is a deeper understanding of the needs underlying students' struggle to fulfill the four possible goals of his/her disturbing behavior:

1. to get attention
2. to get power
3. to get revenge
4. to give up

PSYCHOLOGY IN THE CLASSROOM

"Psychology in the Classroom" is a manual for teachers written by Rudolph Dreikurs, M.D., Professor of Psychiatry, Chicago Medical School, and the author of several books on children and family relations including "The Challenge of Marriage" and The Challenge of Parenthood."

Dreikurs has been influenced by the personality theories of Alfred Adler who held that maladjusted behavior is primarily caused by feelings of real or imaginary inferiority. One of the attractive qualities of Dreikurs is his simplicity and "down to earthness." If he has erred somewhat by oversimplifying the dynamics of the classroom situation, at least he has presented an excellent framework for the teacher to use in trying to understand the various kinds of misbehavior in the classroom.

The Four Goals of the Child's Disturbing Behavior

"Every action of a child has a purpose. His basic aim is to have his place in the group. A well-behaved and well-adjusted child has found his way to social acceptance by conforming to the requirements of the group and by making useful contributions. But even the child who misbehaves and defies the needs of the situation still believes that his actions will give him social status. He may try to get attention or to prove his power, or special service or exemption. Whichever of these four goals he adopts, his behavior is based on his conviction that only in this way can he function within the group. His goal may occasionally vary with circumstances; he may act to attract attention at one moment and assert his power or seek revenge at another. He may also obtain his goal by different techniques; and conversely, the same behavior pattern may be used for different purposes. Its dynamics can be generally recognized by the effect it has on others and by their reactions.

1. The attention-getting mechanism (AGM) is operative in most young children. Its predominance is the result of the method in which children are brought up in our culture. When young, they have few opportunities to establish their social position through useful contribution. Whatever has to be done for the welfare of the family is done by older siblings or adults. This leaves only one way for a young child to feel a part of his family group. Prevented from gaining status through his own constructive contributions, he seeks proof of his acceptance through gifts, demonstrations of affection, or at least through attention. As one of these increases his self-reliance and self-confidence, the child requires constant new proof that he is not lost or rejected. He may try first to get results through socially acceptable and pleasant means, like charm, cuteness, bright remarks, and the like. When, however, these methods are no longer effective, when a younger sibling steals the show, or when the adults expect the child to give up his

"childish" behavior as he grows up--he will try any other conceivable method to put others into his service or get attention. Unpleasant by-products like humiliation, punishment, or even physical pain do not matter as long as his main purpose is achieved. Children prefer being beaten to being ignored.

2. Efforts to "control" the child lead to a deadlock in a struggle for power and superiority between child and adults. The child tries to prove that he can do what he wants and refuses to do what he ought to. No final victory of parents or teachers is possible. In most instances the child will win out if only because he is not restricted in his fighting methods by any sense of responsibility or moral obligation. The few times the parents are able to score a victory and over-power the child make him only the more convinced of the value of power and the more determined to strike back, the next time with stronger methods.

3. This battle between parents and child for power and domination may reach a point where the parents try every conceivable means to subjugate the culprit. The mutual antagonism may become so strong that each party has only one desire: retaliation, to revenge his own feeling of being hurt. The child no longer hopes merely for attention or even power; feeling ostracized and disliked, he can make his place in the group only by his success in making himself hated. Children of this type know where they can hurt the most and take advantage of the vulnerability of their opponents. They regard it as a triumph when they are considered vicious; since that is the only triumph they can obtain, it is the only one they seek.

4. A child who is passive, or whose antagonism is successfully beaten down, may be discouraged to such an extent that he cannot hope for any significance whatsoever. He expects only defeat and failure and stops trying. He hides himself behind a display of real or imagined inferiority. He uses his inability as a protection so that nothing will be required of him. By avoiding participation or contribution, he tries to prevent more humiliating and embarrassing experiences.

In pursuing one or more of these four goals, disturbed children may be either active or passive, and may--as is the case of attention-getting--use constructive or destructive methods. Only if the child feels accepted will he use constructive methods; antagonism is always expressed in destructive acts. On the other hand, whether the child responds actively or passively depends upon his self-confidence established in early infancy and is difficult to change. It reflects the infant's evaluation of himself, perhaps based on prenatal experiences and early training, perhaps based on innate predispositions. Later discouragement may move the child down the ladder of antagonism and rebellion; but the degree of activity often remains unchanged."

Recognizing the Child's Goals

Dreikurs points out that there are three dependable methods of recognizing the real goals of the misbehaving child:

1. Through the meaning of the behavior itself. For example, the active-constructive AGM child tries to excel and gain status through approval, admiration, and praise; but his goal is unmistakably self-elevation. The passive-constructive AGM child may well serve as teacher's pets. They do exactly as they're told, but have little initiative of their own. Their discouragment becomes apparent only when they are no longer able to gain attention without irritating through their passivity. The active-destructive AGM child is restless, noisy, and does minor mischief. Although he is actually less discouraged and maladjusted than both passive-constructive and passive-destructive, he is usually considered a much greater trouble maker by his teacher. The outstanding sign of the drive for power is the aggressiveness of such children. They do not respect order and discipline; they defy authority, and may become truant. They either press their demands forcefully (active-destructive power), or stubbornly refuse to do what is expected of them (passive-destructive power). They are often insolent. They may be bullies, gang leaders, or lone wolves. They are generally vain and can be swayed by an appeal to their power and superiority. They are usually ambitious, with a distorted tendency toward the useless side of life.

2. A second method of recognizing the real goal of the child's misbehavior is for the teacher to watch her own reaction to the transgression. What she feels inclined to do, almost with impulsive coercion, provides an indication of the child's intentions. Her automatic reaction is generally in line with what the child wants her to do.

3. Another set of observations permits the teacher to verify her impression about the child's intentions. The purpose of his behavior will decide his reaction to the teacher's corrective efforts. In other words, the child's behavior is a movement toward a definite, although unconscious, goal; the teacher can recognize the goal by looking in the direction of the child's movement.

Dreikurs cites two excellent examples to illustrate: (1) Johnny disturbs the class, either by talking out of turn, chatting with a neighbor, or getting out of his seat. As we have seen, the same overt behavior may serve quite different goals; by and large, it is the degree of hostility, determination, and provocation which distinguishes revenge from power or a mere play for attention. Consequently, the teacher's distress is usually commensurate with the child's intention. Johnny's response to the teacher's effort to curb him will also reveal his goal. If he merely wants attention, he will stop his disturbance although not for long. Shortly he will attempt something else to keep the teahcer busy with him. If he wants to challenge the teacher's power and authority, then her efforts to curb him will have the opposite effect. All she has to

do is to tell him to stop and he will get worse. The teacher's comment is his cue to defeat her. For this reason any attempt to stop a child forcefully if he is in a power contest merely makes the situation worse. If a child is bent on revenge, his reaction to a teacher's effort to stop his transgressions will not merely be a continuation of what he is doing but probably a switch to a more violent attack. (2) Another example: The children are supposed to put on their wraps after school. Little Mary is slow and hardly moves. What happens now when the teacher reminds Mary or even tries to help her put on her coat? If Mary wants attention and service, she will kick, scratch, or bite, trying to harm the helpful teacher. If she is trying to display her utter inability, she will endure passively whatever the teacher may do, without any cooperation on her part.

Influencing the Child

Dreikurs goes into considerable detail on philosophy and methods of helping the child to find better ways of solving his problems. Only a few of them will be presented in this exerpt.

1. It is useless to attempt to influence the child until the teacher has first gained a positive relationship with the child.

2. There is only one positive element which all effective methods share: sincerity. It alone can win children. If the child senses pretense, he will not respond.

3. The child seldom changes behavior patterns which have been the object of criticism. Telling a child that he could do so much better, he could be such a nice child, "if only...," means clearly that he is not nice, that it is his fault if he does not do better.

4. We must have faith in the child. The outward signs of such faith are kindness and praise. But one must keep in mind that love and commendation do not necessarily indicate faith. One can love a child dearly and still not believe in his abilities, in his strength, or even in his fundamental worth. For this reason, love by itself does not necessarily imply encouragement. On the contrary, it often means possessiveness, overprotection, indulgence, all of them lowering self-respect.

5. Most important is the child's realization that he has permanent value, and that his value is recognized by his teacher regardless of what he is doing at the moment or where he may fail.

6. We must keep in mind that the child who disturbs and does not function, work, or behave well, often does not know the reasons for his inadequate behavior. It would be a mistake to assume that he does not want to do better. He cannot help himself, as he is not aware of the purposes he is pursuing. That is the reason that telling the child to behave better is futile--he already knows he should.

7. The teacher can help the child to change his behavior by making him aware of the purpose behind the behavior. This should not be done as a "confronting" type situation. It should be preceded by asking the child if he would like to know why he does a certain thing. If the child replies in the affirmative the teacher should express the suspected reason in the form of a question; "I wonder if you do it because...? or could it be that...? or I wonder whether you don't want to...?" If the teacher suggests the wrong reason it is likely that she will get no reaction, but if she hits upon it the child is likely to betray this fact with what Dreikurs refers to as the "recognition reflex." (He mentions it briefly in Psychology in the Classroom, but gives a more detailed explanation of it in "Challenge of Parenthood").

8. One of Dreikurs' most interesting concepts is that of "natural consequences." Dr. Thompson discussed this briefly in class. It is somewhat similar to punishment, but it differs from punishment in these important ways. Whereas punishment is retaliation or revenge for a deed done in the past, natural consequences emphasizes the future. Natural consequences are unfortunate results stemming from the undesirable behavior and there is as close as possible a connection between the act and the consequence; punishment usually has little or no connection to the act. For example, punishment for persistent coming to the dinner table with dirty hands might be spanking or being sent to bed. Natural consequence for the same violation might be "Well, since you're not prepared, you won't eat supper. Perhaps you'll be able to be ready for breakfast in the morning." Punishment is often followed by a moral lecture, the contents of which is well known to the child. It (the lecture) is not only useless, but also an insult to the child's intelligence. Usually adults are angry when punishing a child; but with natural consequences the adult can be sympathetic with the child. In punishment the idea is that the child has gone against authority taking a position more like an ally of the child. Whenever possible it is well to leave a choice with the child. In the classroom our little Mary is usually found standing up at her chair when everyone else is sitting down. If the teacher would like Mary to sit as the others do and has reminded her several times unsuccessfully to sit down, she might punish her by keeping her after school, making her write 100 times, "I won't stand up in class without permission", or perhaps turn her over the knee. If she used natural consequences, the teacher would give Mary a choice, "Mary, would you prefer to stand up or sit down?" If Mary sits down, nothing more might be said. If Mary decides to play games with the teacher and says she would prefer to stand, the teacher says, "That's fine. In that event you won't need a chair.", and removes the chair from the room for the rest of the day, or perhaps for the morning if it happens early in the day. The next day Mary's chair is back at its usual place. But if Mary resumes her standing, the teacher quietly moves to her side and asks her again to make a choice of sitting or standing.

9. In each of the classifications of misbehavior, Dreikurs considers the passive type as more severly disturbed than the active. For this reason he believes that in terms of corrective measures the teacher should need to change passive to active. As pointed out before this would involve increasing the child's self-confidence.

10. A child who feels compelled to show his power and superiority to save his pride is more willing to realize his mistaken aim if the teacher openly admits that she has no power over him. This can be done without any loss of prestige on her part. In a short private conversation she can explain to the child that she does not intend to fight with him and show him her power as she knows that he is in a position to defeat her.

11. The teacher must constantly remind herself that a disturbing child is an unhappy one who needs encouragement, not humiliation. He would like to get out of his predicament if he only knew how. In the proper emotional climate, he and his teacher may reach some agreement as to how they can help each other in this difficult task.

Dreikurs, Rudolf, M.D. Psycnology in the Classroom, a Manual for Teachers. New York: Harper & Brothers, 1957. 237 pp.

TYPES OF SOCIAL BEHAVIOR

Diminished Social Interest

Social Discouragement

Useful		Useless		
Active Constructive	Passive Constructive	Active Destructive	Passive Destructive	
"Success"	"Charm"	"Nuisance"	"Laziness"	Attention Getting Mechanism AGM
		"Rebel"	"Stubborn"	POWER
		"Vicious"	"Violent Passivity"	REVENGE
			"Hopeless"	ASSUMED DISABILITY

Source: Dreikurs Psychology In The Classroom

COUNSELING AS A SUPPORT SERVICE

School counseling is a support service which can be provided in the classroom, the P. E. field, the office or a group situation at home or in school. This service has many facets such as the academic, the personal, the social and initial career awareness. These areas of need can often best be met by the classroom teacher. Frequently this is done through informal conversations and most effectively, through modeling.

Since 1973, Project "Futureprint", one of the California Demonstration Reading Programs, has included a full time counselor and a counseling component. The counseling program has evolved from one of focusing on individual student problems dealt with individually, to a comprehensive program using group counseling as the core program and individual guidance complementing the group work. In addition to the individual and group work with the students, the counselor works on an on-going basis with the staff coordinating the counseling objectives with the instructional program. The main objectives of counseling are to encourage students academically, especially in reading, to encourage them as well in their social development, and in their career awareness opportunities. This is done through the use not only of different counseling modes but also using the "action plan" and basic "contract" as workable frames of reference.

The action plan is a negotiated version of a behavior contract except that it is positive in origin, goals and format. It is worked out with each student individually and followed up periodically both informally during the class period and on a planned basis through the individual interview.

Since 1973 the counseling program has developed into a more comprehensive program. Its main objective remains the same: to improve the student's self concept. The focus is less on behavior problems and more on encouragement of academic improvement, especially the reading skills. The thrust is preventive. Too often, I believe, counseling comes after the fact, frequently reinforcing a failure image. The hope is to accentuate the positive. And so in the individual interview, goals are set in terms of reading improvement and positive

behavior change. These goals are reinforced through group counseling sessions as well as frequent formal and informal contacts in the Reading Center. The work done in group includes values clarification, academic counseling, teaching social survival skills, problem solving and help in developing career awareness.

The Guidance Clinic, a monthly counseling periodical, published an article written by the Project Counselor in 1976. This article describes the original proposal for the counseling component in the Reading Center. Although the program has undergone some changes and adjustments, its objectives are basically the same. For that reason the article is included in this packet, as well as some of the materials used. The narrative of the article follows with some current notes added as well as some new forms and materials.

IS A GROUP COUNSELING PROGRAM WORTH THE EFFORT? *

by Mary A. Guillen
De Anza Reading Center
Ontario-Montclair School District

In the spring of 1974 I took a comprehensive look at the human guidance and counseling needs being met at our junior high school level. As a counselor determined to steer away from a disciplinary-scheduling role and toward a guidance counseling one, I decided that some changes would be needed.

By Project guidelines, I was to serve only Project students: 360 seventh graders. The task of trying to provide even minimally adequate guidance services to these 360 young persons was nothing less than gargantuan. I had been frantically trying to do this since the spring of 1973, when the Project was first funded and begun. It appeared to be an impossible task, and I asked for help. Through Project funds, a counseling consultant was hired to provide in-service on group counseling techniques.

But why this recourse? Because I believe that the thrust of a school counseling program has to aim at meeting the needs of the majority of the students, as well as providing for the deeper guidance needs of the few.

Laying the Groundwork

The services the consultant offered were invaluable. On the basis of a twelve week program, the consultant aided me in understanding and implementing some basics in the dynamics of group counseling.

Two main group frames were used: the Transactional Analysis framework and the Extensional Model. Both worked very successfully. The more flexible the framework, the more comfortable students seem to be within it. Within these frameworks, some dynamics that were most helpful included:

- Role Playing
- Territoriality
- Symbolic substitution
- Identifiying emotions

Not included in the actual group sessions were pre- and post-group interviews with each student, including a test on self-concept.

* This article was published in the GUIDANCE CLINIC, Parker Publishing Co., Inc., West Nyack, New York 10994, January 1976.

The pre-group session involved setting up an individual student contract so that each student could set his or her own personal goals and commitments to the group sessions. The post-group session was designed to evaluate growth and progress in group experience by the student's own self-analysis, as well as by the counselor's observation.

Interviews: A student either informs his English or reading teacher of his interest in the group program through a sign up sheet, or comes to the counselor personally for an appointment, Individually, through informal chatting, information and explanations are given to each student about counseling in general and group counseling in particular. Parental permission is discussed. Student responsibility - social and personal - is talked about.

If the student is willing to make the commitment, the informal self-concept inventory is administered. It is brief but sufficently revealing to both counselor and student to be the base upon which the student with the help of the counselor, formulates an individual contract.

The individual contract: This contract focuses on strong and weak points in student attitudes, behavior, and self-feelings. The counselor helps the student to determine his need areas and to focus on one or two: shyness, negative language use, temper displays, and so on. Then one or two objectives are formulated by the student so that he or she can evaluate him/herself. For example, the shy student could resolve to say at least one thing during each group session.

Although the contract is specific, it is also negotiable. A student can come in during the six-week period and change, evaluate, or terminate his or her contract.

Orientation Sessions

The Center for Humanities Slide Series on Identity, "Am I Worthwhile?" afforded just the key needed to open the door to group counseling on a larger scale. Two or three groups a week seemed inadequate to alleviate one of the most far-reaching limitations: how to serve more students' guidance and counseling needs.

In the fall of 1974, I decided to use the months of September through December to orient all the 360 seventh graders to group counseling. Using the Slide Series mentioned, I met with groups of 15 to 18 students for two 50 minute

periods, each broken down in the following manner: a five minute introduction, a 15 minute slide presentation, and a 20 to 25 minute discussion. This context of open dialogue afforded me the opportunity to invite any students who might be interested to participate in the group sessions. The session began in late January, 1975 and met through mid May, 1975.

This orientation experience was an invaluable experience in human interaction through open dialogue for both myself and the students. It served practically as the "key" I had hoped would open the door to launching a group counseling program at our school.

In January, 1975, the students responded more than enthusiastically. However, I immediately forsaw that I would not be able to meet the needs or the demands of the groups that had arisen. I would, in fact, be able to reach only a small percentage of the 360 students. But the cloud brightened at the prospect of possibly reaching 5[illegible] percent of them by the summer of 1975. By June of 1975 I had involved 95 to 98 percent of the seventh graders in two group orientation sessions. Approximately 26 percent of the 360 students had participated in group sessions.

Responsibilities and Services

As positive and challenging as the experiences with student groups proved to be, the number one priority that encouraged me was meeting student needs. This was indicated by some comments made by students at their post-group interview session. For example:

- "Being in a group, I could really talk to people I trust. I felt comfortable saying anything I felt I needed to say."
- "It helped me understand others and how they understand me. And that helped me see that others could understand, too."
- "I think the group really helped me find myself."
- "I felt more important. I felt more secure because of others my age."

These comments also gave directions for future sessions.

Part of my responsibilities included the supervision of some staff and providing for staff development and in-service work. I also had a full time community liaison person working in conjunction with me to make home contacts by visit and phone. She also set up parent group meetings, transported medical referrals, and made appointments for me with parents.

Group sessions for parents were also initiated. Parental response and participation was not great in numbers but certainly was in depth and concern. In the spring of 1975, the school principal requested that I make a presentation introducing the group counseling program to the total school staff.

Working with a team of five teachers from the faculty at De Anza, I was able to share the program I had launched. Everyone was encouraging and supportive and, in some instances, most enthusiastic. Consequently, we are well on our way to developing a person oriented guidance program throughout the entire school.

Looking Ahead

Future perspectives look very bright and tremendously challenging. Needs have been identified and future guidance activities will be designed to meet these needs. They include:

- Providing individual, group, and career guidance and counseling to the seventh and eighth graders.
- Parent group sessions at school and in the homes for both English ans Spanish speaking parents.
- Positive oriented home visitations.
- Productive staffing sessions about negative behavior oriented students.
- Values clarification opportunity sessions for students.
- Staff development in-service sessions on identifying, understanding, and positively coping with variable or erratic student behavior.
- Fostering positive self-esteem and a supportive environment to help create a positive self-concept and productive behavior and study habits.

In its many faceted aspects of serving human needs, the De Anza Junior High School Reading Center Counseling program is a unique and creative human experience of growth in self-esteem through the interaction of dialogue, discussion, and self-reflection - for students, teachers, parents, counselors, and other supportive personnel.

Editor's Note: Ms. Guillen has indicated that a materials packet is available at the follwing address: 1450 South Sultana Avenue, Ontario, California 91761

AN ALTERNATIVE: A HUMAN RELATIONS CLASS

Another important component of the De Anza Reading Center Counseling program was piloted from 1977-1979: a Human Relations class elective (one quarter). It was such a successful alternative that I took time to develop a syllabus for the course.

A Human Relations class is a feasable alternative when counseling services at a school are limited or non-existant. It deals with a variety of social and academic objectives. The ideal is that in a nine week period students not only can be taught some positive skills for surviving in the classroom and in relationships, but also have sufficient time to practice these skills in class. Futhermore, there can be adequate supervision and evaluation of the transfer behaviors. The Human Relations teacher, working jointly with the total staff, can provide consultation services to staff, parents and students. He/she can make specific recommendations and receive input from the staff members on discrepancies, patterns of behavior, behavior modification techniques, approaches and plans for improvement. I decided, therefore, that it would be more effective to incorporate the content from the Human Relation's syllabus into a group counseling framework and prescribe group counseling for every student included in the reading program. This meant that within a two year period every student would get the opportunity to participate in group counseling. Both the syllabus for the Human Relations Class and A Guide to Group Counseling are booklets which can help teachers and/or counselors in implementing some kind of guidance program.

Parent involvement has always been a priority need and goal for project "Futureprint". In 1977, therefore, the project provided the counselor with the training to become a Parent Effectiveness Training Counsultant. Since then, I have provided P.E.T. classes and sessions in both English and Spanish within the district and elsewhere.

Although the alternative was very successful, it could only serve a limited number of students as an elective.

TECHNIQUES AND MATERIALS: AN OVERVIEW

Techniques and materials are tools. These are only as good as the use they are put to. The materials which follow have proven successful in the "Futureprint" California Demonstration Reading Program. I hope they can be of assistance to you in helping students become aware of their personal dignity and the worth of their fellow students. With this increased awareness, a deep sense of personal responsibility will more easily follow.

The self concept assessment tools can be used, along with the teacher's invaluable observations, to determine a student's level of self esteem. This can be the foundation for planning a personalized instructional and behavioral program for each student.

Self awareness demands a sense of responsibility. It is not easy for adolescents to reflect, especially on their own feelings and behaviors, because this reflection requires some measure of self evaluation and adolescents already feel overwhelmed by judgmental adults. However, once children are helped over the resistance to look at their behavior in order to improve in terms of self direction, they can break away from a totally self centered "me, my, mine, I, world" perspective to an attitude of thoughtful consideration for others, including a greater respect for self.

The interest inventories are invaluable aids which can be used informally to assess, not only interest, but self worth in addition to reading and writing skills. The areas of interest can be used to negotiate the students' behavioral and instructional contracts. These interest inventories are also indicators of students' values.

Much productive discussion can help students to reflect on and clarify what their own value systems are. The "values probes" can then be more effectively used to clarify, prioritize and re-state values after they have been personalized.

Effectiveness training is nothing more than helping persons learn how to make the best possible use of their own communication style. Effective communication can work only between persons who understand themselves and others. It occurs when the abilities to speak and to listen are well developed and practiced. When roadblocks to communication can be identified and overcome. When feelings can be acknowledged and dealt with. Then problems can be recognized, identified and resolved through some problem solving techniques.

Change is the key to movement in self concept, self esteem, values clarification, behavior modification, career awareness, academic success, and social responsibility. Without the committment to change, stagnation ensues, or a very static frame of mind. Teacher and parental expectations are, therefore, vital. If a youngster believes that an adult has faith in his/her ability to improve, he/she might risk a committment to change. If, on the contrary, he/she sees only his/her own failure image reflected in adult models, he/she will hardly want to risk any investment of him/herself. Therefore, any practical aids in promoting and demonstrating that faith in the student will pay rich dividends in terms of positive human productivity and creative output. The "Futureprint" counseling program makes this its major goal - to promote a positive self concept. Every effort is made to expose students in the program to successful experiences in reading improvement, setting and meeting personal goals, building positive relationships, improving grades, etc. This is done through individual and group guidance, as well as academic, behavioral and career counseling.

SELF CONCEPT

Self concept is an illusive reality when it comes to measurement, but a reality it is. It is that value a person places on him/herself. It is as varied and diverse in its facets as a person's personality strengths and weaknesses. If you ascribe to a philosophy that confirms the human potential for change, then you will ascribe to efforts to rehabilitate negative feelings of self worth and to reinforce positive self valuing. I believe in the possibility of helping persons to improve their self image. I believe that this can be done by helping them to build their self esteem. Frequently, meaningful experiences in successful self growth projects contribute to major positive changes in how persons feel about themselves. Thus, successful experiences in reading can do much to help students become more successful students and more self directed individuals.

DE ANZA READING CENTER

COUNSELOR ORIENTATION FOR STUDENTS

THREE KEY GOALS: RESPECT.....RESPONSIBILITY.....READING

RESPECT:

1. We appreciate your coming into the Reading Center in a quiet friendly manner.

2. Please call every person by their proper name, that is the name they prefer to be called.

3. Because the room is large and there are so many people we ask you to keep your voice calm.

4. You will show us and others how much you respect yourself by the way you sit, stand, walk, dress, groom yourself and especially the way you talk.

5. Everyone here has the right and responsibility to study and learn. PLEASE RESPECT THAT RIGHT for yourself and others.

6. People are here to help you learn to help yourself. When you need their help, please ask the person courteously.

7. Grooming yourself is very important, however not during class time.

8. Be considerate when you chew gum.

9. Be kind. Perhaps a good self rule is: "If you can't say something good or helpful, then don't say anything at all."

RESPONSIBILITY: Everything you say and do leads to consequences. Be responsible for yourself.

1. Be on time for class. This shows self respect and respect for others.

2. Enter the Reading Center through the north door and leave through the south door.

3. Take care of furniture and equipment.

4. You will be assigned to a teacher and an area in the Reading Center. Unless you are directed to go to some other area, or are getting some assigned material, we expect you to work in your own area.

5. Please learn where books, materials and equipment are kept. This will help you work independently and learn to return materials where they belong.

6. A teacher's desk is off limits to students.

7. Please keep your hands to yourself.

8. Although you are assigned a teacher, any adult in the Reading Center may give you directions about your behavior or your school work.

9. Always bring a pencil to class.

10. The light signal during class time means stop and listen for a special announcement. At the end of the period it means clean-up and wait to be dismissed.

READING: One of the two main purposes of the Reading Center is to improve your reading skills and ability.

THE READING CENTER CAN HELP YOU IMPROVE YOUR READING IF:

1. You want to be a better reader.

2. You come to school every possible day of the year.

3. You work hard on your contract every day you are in the Reading Center.

4. You read at home at least 10 to 15 minutes each day.

COUNSELING:

1. The Reading Center Counselor

2. Group Counseling

3. Individual Guidance

4. The Action Plan

DE ANZA READING CENTER

SELF-CONCEPT SEMANTIC DIFFERENTIAL

Purpose: The De Anza Reading Center uses the semantic differential to attempt to measure the self concept of junior high students participating in the Reading Center program. The scale is short, easy to administer, and the terms are generally understood. Eleven items are presented as paired words with opposite meanings.

Directions: The student is directed to place an 'X' on one of the lines between each pair of words that represents how s/he feels about her/himself. The test is best administered to small groups of students, reading each item aloud as the students mark it, providing privacy to encourage honest self-appraisal.

Scoring: Each item has a scale from 1 to 7. The positive word is scored 1 and the negative one is scored 7. Although most items have the positive word on the left, the negative on the right, three items are reversed as a built-in lie detector. See example below:

Good	____	____	____	____	____	____	____	Bad
	1	2	3	4	5	6	7	
Useful	____	____	____	____	____	____	____	Useless
	1	2	3	4	5	6	7	
Failure	____	____	____	____	____	____	____	Success
	7	6	5	4	3	2	1	

Score each of the eleven items to arrive at a total score which may range from 11 to 77.

DE ANZA READING CENTER

NAME_____ DATE_____

ENGLISH TEACHER_____ PERIOD_____

CENTER TEACHER_____ GROUP_____

SELF-CONCEPT SEMANTIC DIFFERENTIAL

I AM

Good	____	____	____	____	____	____	____	Bad
Useful	____	____	____	____	____	____	____	Useless
Superior	____	____	____	____	____	____	____	Inferior
Smart	____	____	____	____	____	____	____	Stupid
Unfriendly	____	____	____	____	____	____	____	Friendly
Important	____	____	____	____	____	____	____	Unimportant
Failure	____	____	____	____	____	____	____	Success
Good Reader	____	____	____	____	____	____	____	Poor Reader

I

Like School	____	____	____	____	____	____	____	Hate School
Hate Myself	____	____	____	____	____	____	____	Like Myself
Like to Read	____	____	____	____	____	____	____	Hate to Read

STUDENT SELF-CONCEPT INVENTORY

We are concerned here with how you feel about yourself in relation to school, reading and home. Please write the number from the scale below showing how you rate each item.

1. Never
2. Seldom
3. Sometimes
4. Usually
5. Always

---

a. _____ I enjoy working with others.
b. _____ I think I can do most school work.
c. _____ I want to do well in school.
d. _____ Teachers help me learn.
e. _____ Reading is something I like.
f. _____ Teachers understand how I feel.
g. _____ I trust people.
h. _____ Grown-ups are easy to be around.
i. _____ I read at home.
j. _____ Learning out of books is all right.
k. _____ I like to be called on in class.
l. _____ My classmates get along with me.
m. _____ I want to get better grades.
n. _____ I'm friendly to people in my classes.
o. _____ My parents help me with my school work.
p. _____ My parents expect me to do well in school.
q. _____ My parents expect me to help at home.
r. _____ I enjoy my family.
s. _____ I'm popular with students my own age.
t. _____ I understand myself.

Developed by: Mary A. Guillen

DE ANZA READING CENTER
STUDENT INVENTORY

NAME_____BOY____GIRL____

ADDRESS_____TELEPHONE_____

PARENT OR GUARDIAN_____

SCHOOL LAST ATTENDED_____CITY_____

BIRTHDAY_____AGE_____

1. Where were you born?_____

2. How long have you lived in this locality?_____

3. How many different schools have you attended?_____

4. Who do you live with? Parents____Grandparents____Relative____Other____

5. How many people live at your house?_____

6. How many of your brothers and sisters are older than you?_____
   How many of your brothers and sisters are younger than you?_____

7. Can you speak any languages other than English?_____Which ones?_____

   _____

8. Check any of the areas that you think you may need some help in:
   _____1. Reading faster
   _____2. Understanding what you have read
   _____3. Remembering small details
   _____4. Remembering the general idea of the material
   _____5. Learning to read more words
   _____6. Following directions
   _____7. Concentrating on what you are reading
   _____8. Other problems_____

9. What do you usually do in the evening?_____

   on weekends?_____

10. Are there any jobs you are supposed to do regularly at home?_____

    What are they?_____

11. Do you take any special lessons?____What kind?_____

12. What are your favorite T.V. programs?_____

13. Do you have a pet?____What kind?_____

14. How do you earn your money?_____

15. Do you have a job?____What kind of work?_____

16. How many hours do you work each week?____What times?_____

17. Do you ever read outside of school?_____

18. What is the best book you have ever read?_____

19. Do your parents encourage you to read at hom.?_____

20. Do you have a library card?_____ 21. Do you read the newspaper?_____

22. Which part of the newspaper do you like best?_____

23. What are your favorite magazines?_____

24. Do you like school?_____What subjects do you like?_____

_____What subjects do you dislike?_____

25. If you have free time, what do you really like to do?_____

_____

26. Which of these places would you like to visit most? Zoo_____

Marineland_____Art Museum_____Beach_____Mountains_____Airport_____

Science Museum_____Universal City_____Courts_____Newspaper_____

Other_____(fill in name of place)

27. What do you do best?_____

28. What would you like to do when you grow up?_____

_____

29. If you had three wishes, what would they be?

1._____

2._____

3._____

30. Answer one of the following questions by writing at least 3 sentences in a paragraph form.
    1. What person do you admire a great deal? Why?
    2. What was your most interesting or exciting experience?
    3. If you could change anything about school, what would you do?
    4. If you could own any animal, what would it be? Why?

_____

_____

_____

_____

_____

_____

THINGS THAT INTEREST ME _____
(name)

1. Hunting_____, fishing_____, camping_____, sailing_____, boating_____, hiking_____, back-packing_____, others_____.
2. Horses_____, cows_____, chickens_____, dogs_____, cats_____, rabbits_____, birds_____, others_____.
3. Flowers_____, gardens_____, trees_____, wild flowers_____, stars_____, weather_____, rocks_____, rivers_____, others_____.
4. Cars_____, airplanes_____, radio_____, television_____, railroads_____, slot car racing_____, construction_____, motorcycles_____, others_____.
5. Carpentry_____, electricity_____, chemistry_____, photography_____, printing_____, building models_____, others_____.
6. Drawing_____, painting_____, carving_____, modeling_____, metal work_____, others_____.
7. Music_____, orchestra_____, piano_____, violin_____, guitar_____, dancing_____, drama_____, others_____.
8. Reading: stories_____, plays_____, poetry_____, mysteries_____, adventure_____, sports magazines_____, biographies_____, comics_____, others_____.
9. Collecting: stamps_____, stones_____, shells_____, bugs_____, flowers_____, coins_____, others_____.
10. Cooking_____, candy making_____, knitting_____, sewing_____, crocheting_____, macramé_____, others_____.
11. Card games_____, puzzles_____, checkers_____, chess_____, indoor games_____, others_____.

Things that interest me (continued)

12. Football_____, baseball_____, basketball_____, boxing_____, wrestling_____, judo_____, gymnastics_____, others_____.

13. Swimming_____, roller skating_____, ice skating_____, horseback riding_____, bicycling_____, tennis_____, golf_____, archery_____, rifle shooting_____, skiing_____, bowling_____, others_____.

14. Learning about: history_____, geography_____, science_____, math_____, languages_____, others_____.

15. What clubs do you belong to or plan to join?_____

_____

_____

Source: Pittsburg Reading Enrichment Program

INTEREST INVENTORY

My name is_____. I have _____brothers and _____ sisters. I am_____years old. Last year I was in the _____grade at _____ _____School in _____(city). My favorie TV program is_____. The time of year I like best is_____. The job I like to do best at home is_____. Usually I feel (happy, sad, worried)_____. Some of the things I DON'T LIKE are (1)_____, (2) _____, (3)_____. My favorite indoor game is_____. I would like to see_____. If I could do anything, I would like to _____. I look forward to_____. I often worry about_____. When I don't feel well, I_____. If I could choose another name, it would be_____. Yesterday,_____ made me happy, but_____made me unhappy. People make me feel happy when_____. _____ always makes me angry. My best friend is_____. My best friend makes me feel_____. The animal I think I am like is a _____because_____. The person I would like to be like is_____. I am at my best when_____. You wouldn't believe that I_____ _____. I wish that_____. I'm afraid (of or when)_____. I think_____is pretty and_____

Interest Inventory (continued)

is ugly (no names). School is_____. My favorite subject is_____. The job I like to play best in the classroom is_____. If I could have one book, I would like a book about_____; but I would never read a book about_____. When I read, I feel_____. To me books are_____. I'd rather read than _____ _____. I (do or do not) read aloud because _____. I'd read more if_____. I like to read when_____. I do my homework_____ _____.

I would like to ask my teacher these questions: 1._____ _____2. _____

Most teachers think I am_____. I think my grades are_____. I would like to learn more about _____.

Source: Benjamin Franklin Junior High School

CALIFORNIA DEMONSTRATION PROGRAM

DE ANZA JUNIOR HIGH SCHOOL

MAKING SENSE OF OUR LIVES
BY MERRILL HARMIN, PH.D.

"I VALUE..."

*Place a + beside 10 items below that you value most highly. Define the items in any way you choose.

(1) _____Excitement
(2) _____Close friendships
(3) _____Inner peace
(4) _____Sense of self-worth
(5) _____Ability to make decisions
(6) _____Personal fame
(7) _____Financial security
(8) _____World peace
(9) _____Love
(10) _____Business or profession
(11) _____Equality for all people
(12) _____Comfort and pleasure
(13) _____Approval from others
(14) _____Being successful
(15) _____College degree
(16) _____A religious life
(17) _____Rewards for honest efforts
(18) _____Close family ties
(19) _____Clear personal goals
(20) _____Creativity
(21) _____Elimination of poverty
(22) _____Humor
(23) _____An effective world government
(24) _____Courage
(25) _____Flexibility
(26) _____Great personal wealth
(27) _____Leadership
(28) _____Plenty of free time
(29) _____Loyalty from others
(30) _____Problem-solving ability
(31) _____Sense of community with others
(32) _____Caring for others
(33) _____Freedom of speech
(34) _____Beauty
(35) _____Fun
(36) _____Preserving nature
(37) _____Justice for all people
(38) _____Pleasant surroundings

*Next, go back and place a 0 by the ten items that you value least highly.

*Now, choose your top three. Of the 10 items marked +, pick three about which you feel most strongly, and underline them.

*Finally, you may add some new items to the list. But add only items which are as important to you as are the three underlined items.

Source: Argus Communications

MAKING SENSE OF OUR LIVES
BY MERRILL HARMIN, PH.D.

"I'D LIKE TO BE..."

a. Go through the qualities below and mark 1 by the one most important to you, 2 for the next more important, and so on, giving 12 to the quality that is least important to you. Take your time, it's not easy.

_____ POWERFUL - have control over others

_____ SKILLFUL - be an expert in some area

_____ FAMOUS - be very well known

_____ GOOD - be known as kind, good, generous

_____ HELPFUL - be helpful to others or to the world in important ways

_____ ATTRACTIVE - have others like your looks

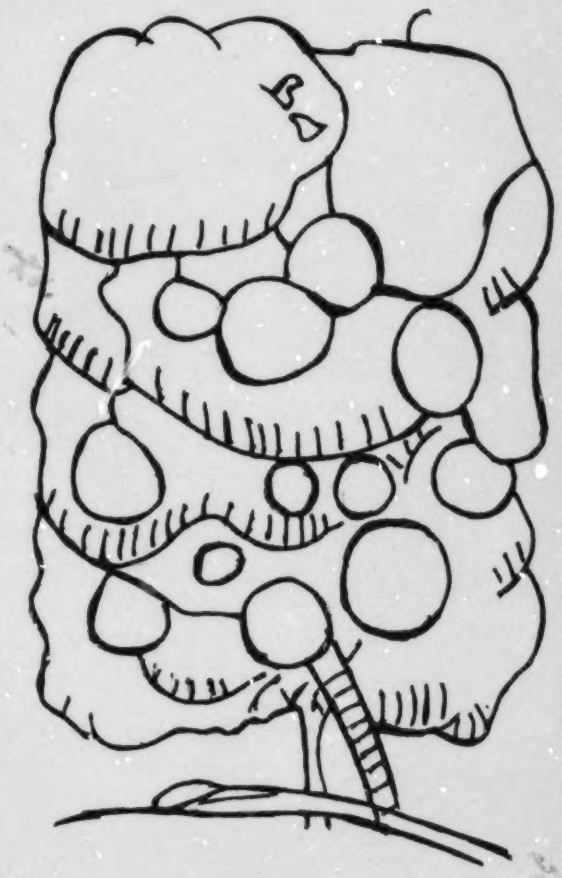
_____ PLEASED - have a lot of fun and good times

_____ FREE - not be restricted from doing what you want to do

_____ PEACEFUL - have inner peace and contentment; not be anxious in any way

_____ LOVED - be deeply loved and cared for

_____ HEALTHY - be sound in body and free from physical disease or pain.



Source: Argus Communication

b. Next, underline the top four choices. Imagine a person who very much values those four things. What does he or she like to do?

What plans has that person for the future?

What does that person think about himself or herself?

c. Consider to what extent you are now like your top four choices. Write about any gaps between your present life and the way you would like to be.

Write also about things you might do to help you become what you wish to become.

CALIFORNIA DEMONSTRATION PROGRAM
DE ANZA JUNIOR HIGH SCHOOL

MAKING SENSE OF OUR LIVES
BY MERRILL HARMIN, PH.D.

THE IN-CROWD

Frannie wants to join a certain crowd of kids at school, but the group has a test of courage for members: you have to steal $50.00 worth of stuff from a discount store before the group will accept you.

Fran walks out of school, confused about what to do. She would die if she got caught stealing. But more than anything, Fran wants to be in with that one group. "I'm always on the outside," she says to herself as she crosses the street. "If I could get in with those kids, I would really have fun for a change."

1. If there were 100 people like Frannie, how many of them do you think would try to steal the merchandise and pass the group's test?

2. What do you think of the group's test for membership?

3. Do you know of groups that have rules or expectations for new members? What are the requirements?

4. Have you ever been in a situation that was anything like Frannie's?

   What happened?

   How did you feel?

Extra

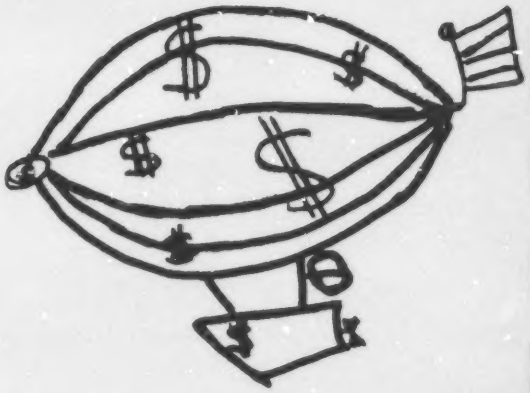
5. If you have time, try writing a story or drawing a picture showing what Frannie might do, and perhaps how she felt, and how things worked out in the end. You might even try two different stories with two different endings.

Source: Argus Communications

CALIFORNIA DEMONSTRATION PROGRAM

DE ANZA JUNIOR HIGH SCHOOL

MAKING SENSE OF OUR LIVES
BY MERRILL HARMIN, PH.D.



IF I HAD A HUNDRED MILLION

It's incredible I can't believe it! Last year, my uncle--without telling me--bought a lottery ticket in my name. I won, and he invested the money in real estate for me. He just told me that they discovered oil on the property and it's worth $100,000,000.00!

I'm a millionaire!

I've been thinking about what I'll do with the money. Here are some of my ideas:

1. Some things I might buy for my very own...

2. The gifts that I would like to make...

3. If I were a millionaire, then eventually I'd like to live in...

4. The kind of job or work I would like to have is...

5. The amount of work I'd put in per day, per week, or per year would be...

6. My plans regarding school and college might be...

7. A problem I might have with all that money is...

8. The people I'd like to meet and get to know...

9. For fun and recreation I might...

10. The personality changes that might occur in me if I were very wealthy...

11. What I probably would do (or probably would not do) for the poor people of the world...

12. Other ideas

41

Socre: Argus Communications

CALIFORNIA DEMONSTRATION PROGRAM

DE ANZA JUNIOR HIGH SCHOOL

MAKING SENSE OF OUR LIVES
BY MERRILL HARMIN, PH.D.

RANK ORDERS

* Which would you prefer:
BETTER LOOKS.
A BETTER MIND
More MONEY in the bank

STEP 1. In a small group, each person takes a turn saying the three capital words aloud to indicate the order in which he or she prefers them. Others make no comment. No explanations at the time.

STEP 2. The group explains or discusses the choices each one made.

STEP 3. When ready, the group can pick a new trio of things to rank.

Which would you prefer:
No REQUIREMENT to attend school if you didn't want to
A FEW RESTRICTIONS, but freedom to miss school for many more THINGS

Which would you most want a friend to be:
Very GENEROUS to you
Completely HONEST and truthful with you.
Very LOYAL TO YOU, no matter what

Who should be given more influence in school:
The BRAINS
The SOCIAL types
The ATHLETES

What qualities do you most prefer in a teacher:
HUMOR
WARMTH
FAIRNESS

Which seems most harmful in the long run:
TOBACCO
ALCOHOL
MARIJUANA

Which would you prefer:
A boring job that had HIGH pay
A FUN job that paid barely enough to live on.
Marrying someone RICH but ugly

If you liked someone a friend was SOMETIMES dating, which would you probably do:
FLIRT with that person.
First ASK your friend if it's OK
Do NOTHING and hope for the best

Which is harder for you:
Getting A LOW grade on a test
LOSING a book report and having to do it over
Having SOMEONE copy your work and get credit for it

RANK ORDERS (cont'd)

If you had to live alone on an island for a month, which would you prefer to have with you:
Ten COMIC books
A RECORD PLAYER and ten records
A SET OF PAINTS and ten canvases

Which do you think is worst:
CARVING initials into school desk
TOSSING empty bottles into the weeds
SHOPLIFTING from a large store

What kind of teacher is hardest for you:
A teacher who TALKS too much
A teacher who SCOLDS too much
A teacher who is just plain too DULL

Which are you most afraid of:
DARK places
HIGH places
CLOSED-IN places

Where would you prefer to live next year:
Alone in your own APARTMENT
In a COMMUNE with other young people
With your PARENTS

What occupation would you enjoy most:
CONSTRUCTION
CLERICAL
COMPUTER PROGRAMMING

Source: Argus Communications

CALIFORNIA DEMONSTRATION PROGRAM
DE ANZA JUNIOR HIGH SCHOOL

Name_____

Date_____

VALUE SHEET 1

FRIENDSHIP

1. What does friendship mean to you?

2. If you have friends, did you choose them or did they get to be your friends by accident?

3. In what ways do you show friendship?

4. How important do you think it is to develop and maintain friendships?

5. If you plan to make any changes in your ways, please say what changes you will make. If you do not intend to make any changes in your ways, write "No changes."

Source: Argus Communications

Complete the Sentence #1

Complete the sentences that you feel are important to you. When you are finished, we will share some of our answers with the others in the group. I think that you will find it not only interesting, but also of worthwhile importance. When we are finished, we may discover that we share many of the same feelings.

1. Today I feel . . . .
2. I get angry when . . . .
3. To be grown up is to . . . .
4. My idea of a good time is to . . . .
5. I wish my parents knew . . . .
6. School is . . . .
7. I feel bad when . . . .
8. I wish teachers . . . .
9. I wish my parents . . . .
10. People think I . . . .
11. On weekends I . . . .
12. I hope I will never . . . .
13. I wish people would . . . .
14. I'm afraid when . . . .
15. I am at my best when . . . .
16. Most brothers and sisters . . .
17. I feel proud when . . . .
18. The future looks . . . .
19. I cry when . . . .
20. I look forward to . . . .

Complete the Sentence #1 (continued)

21. I wish someone would . . . .

22. Sometimes I . . . .

23. I worry about . . . .

24. I was disappointed lately because . . . .

25. I was patient when . . . .

26. I was proud of myself when . . . .

27. I like to taste . . . .

28. I don't like the taste of . . . .

29. I can do these th ngs well (list as many as you can) . . . .

30. These are qualities I admire in friends . . . .

31. I want my future to include . . . .

Source: Argus Communications

Complete the Sentence #2

1. I worry mostly when . . . .
2. I generally become silent or withdrawn if (when) . . . .
3. When I flirt with somebody, I . . . .
4. I procrastinate or put things off when . . . .
5. I think that prejudiced or bigoted people should . . . .
6. I usually feel like pouting when . . . .
7. When people try to praise me for something, I . . . .
8. When I'm a middle-aged person, I hope to . . . .
9. Taking risks is . . . .
10. Other people need me because . . . .
11. I need other poeple because . . . .
12. When I'm lonely, I usually . . . .
13. When I think of an egghead or an intellectual, I . . . .
14. If I'm really angry at someone, I . . . .
15. I like/dislike making decisions because . . . .
16. I feel guilty when (if) . . . .
17. People need attention if . . . .
18. I really enjoy . . . .
19. People who like to gossip . . . .
20. People who cry at the drop of a hat . . . .
21. When people get into drugs, they . . . .
22. If I had a million dollars, I'd . . . .
23. I sometimes dream about being . . . .
24. When I consider my future, I . . . .

Complete the Sentence #2 (continued)

25. What frustrates me the most is . . . .
26. I usually conform if . . . .
27. I like/dislike competition because . . . .
28. I like to brag about the time I . . . .
29. I think it's fun to . . . .
30. People who are always looking at themselves in the mirror are . . . .
31. You'll get an argument from me if you . . . .
32. I like to debate someone who's . . . .

Source: Argus Communication

FEELING VOCABULARY

POSITIVE FEELINGS

INTENSE	STRONG	MODERATE	MILD
loved	enchanted	liked	friendly
adored	ardor	cared-for	regarded
idolized	infatuated	esteemed	benevolent
	tender	affectionate	
		fond	
alive	vibrant	excited	wide-awake
	independent	patient	at-ease
	capable	strong	relaxed
	happy	gay	comfortable
	great	good	content
	proud	inspired	keen
	gratified	anticipating	amazed
		strong	alert
		amused	sensitive
wanted	worthy	secure	sure
lustful	passionate	yearning	attractive
worthy	admired	popular	approved
pity	sympathetic	peaceful	untroubled
respected	important	appealing	graceful
empathy	concerned	determined	
awed	appreciated		
	consoled		
elation	delighted	pleased	turned-on
enthusiastic	eager	excited	warm
zealous	optimistic	interested	amused
	joyful	jolly	
	courage	relieved	
	hopeful	glad	
courageous	valient	venturous	daring
	brave	peaceful	comfortable
	brilliant	intelligent	smart

FEELING VOCABULARY

NEGATIVE FEELINGS

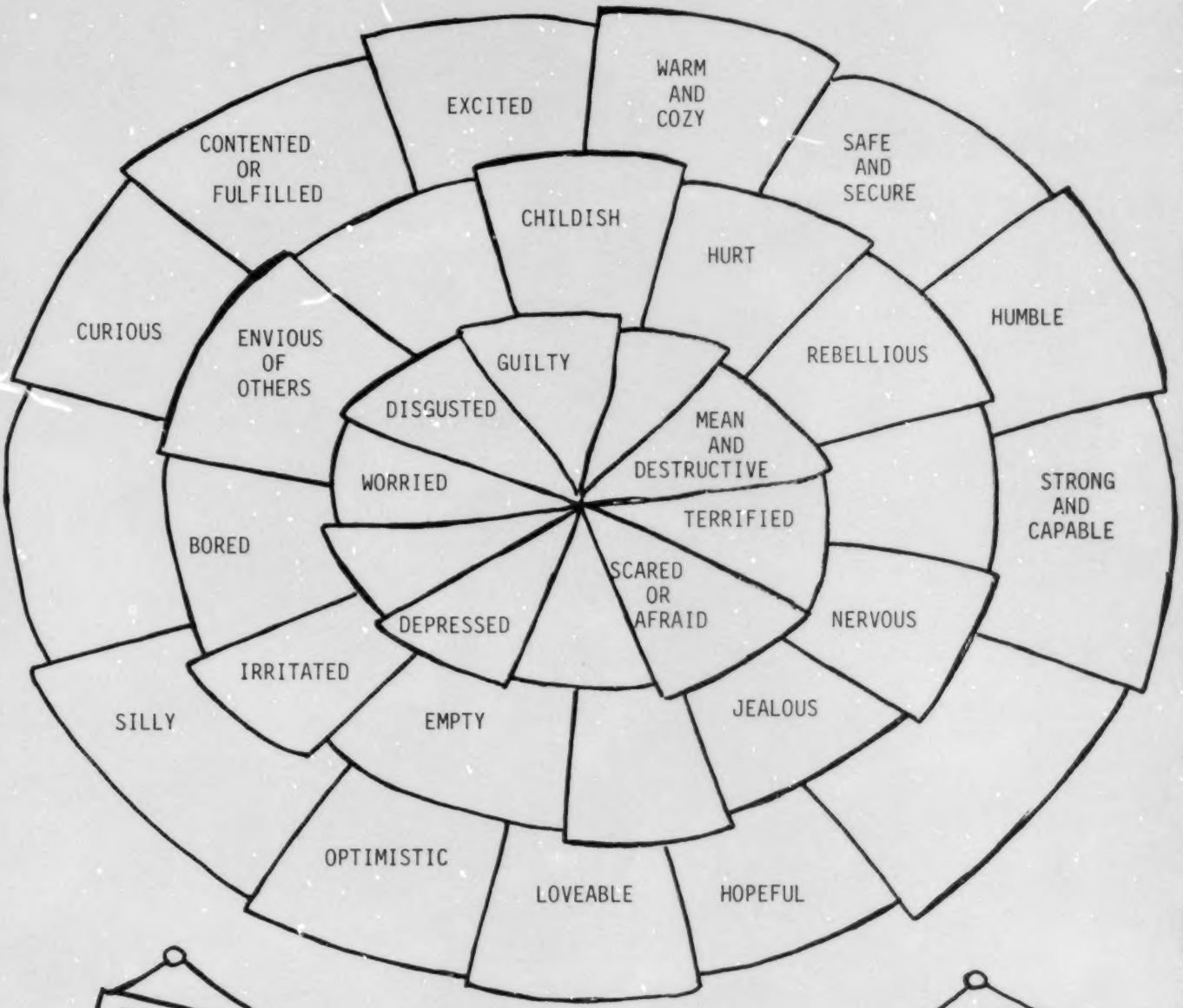
MILD	MODERATE	STRONG	INTENSE
popular	suspicious	disgusted	hate
	envious	resentful	unloved
	enmity	bitter	abhor
	aversion	detested	loathed
		fed-up	despised
listless	dejected	frustrated	angry
moody	unhappy	sad	hurt
lethargic	bored	depressed	miserable
gloomy	bad	sick	pain
dismal	forlorn	disconsolate	lonely
discontented	disappointed	dissatisfied	cynical
tired	wearied	fatigued	exhausted
indifferent	torn-up	worn-out	worthless
unsure	inadequate	useless	impotent
impatient	ineffectual	weak	futile
dependent	helpless	hopeless	
unimportant	resigned	forlorn	abandoned
	apathetic	rejected	estrangement
regretful	shamed	guilty	degraded
bashful	shy	embarrassed	humiliate
self-conscious	uncomfortable	inhibited	alienated
puzzled	baffled	bewildered	shocked
edgy	confused	frightened	panicky
upset	nervous	anxious	trapped
reluctant	tempted	dismayed	horrified
timid	tense	apprehensive	terrified
mixed-up	worried	dreadful	scared
	perplexed	apprehensive	terrified
	troubled	disturbed	threatened
sullen	disdainful	antagonistic	infuriated
provoked	contemptuous	vengeful	furious
	alarmed		
	annoyed	indignant	
	provoked	mad	

CALIFORNIA DEMONSTRATION PROGRAM
DE ANZA JUNIOR HIGH SCHOOL

FEELINGS DISPLAY

1. Put a check by each of the feelings that you have had in the last few days.
2. Put a dot by the feelings that you rarely or never experience.
3. Write in some additional feelings that you sometimes have.
4. Star the one feeling (or one of the three signs below) to show one of your most common experiences.

MAKING SENSE OF OUR LIVES
BY MERRILL HARMIN, PH.D.



FEELINGS I CAN'T PUT WORDS ON

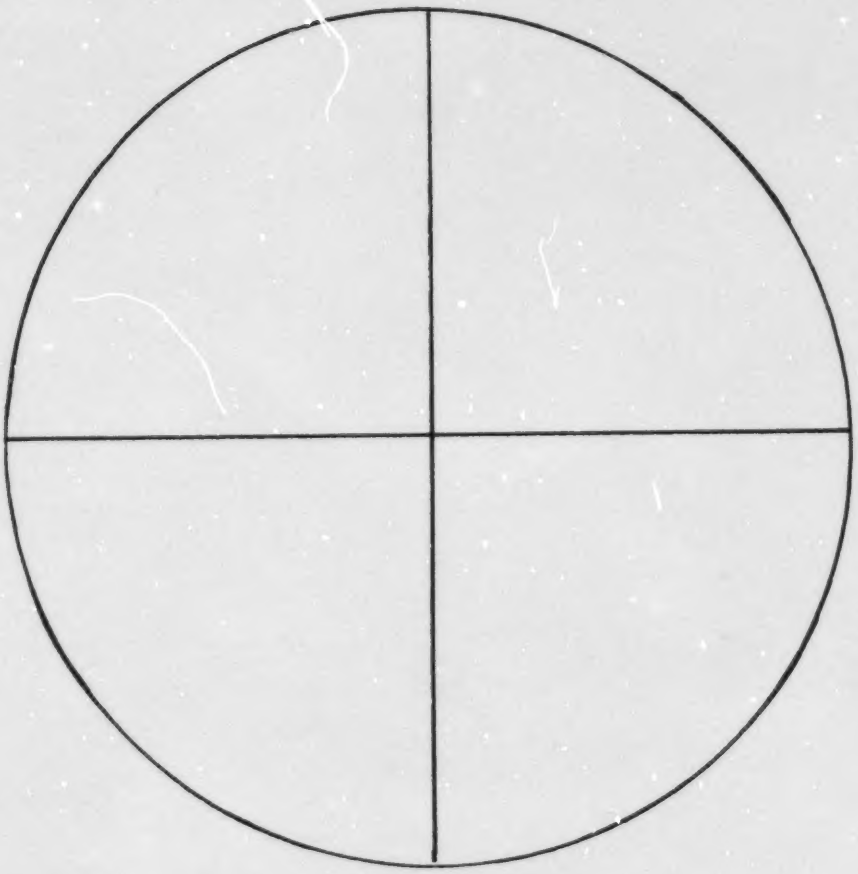
FEELINGS I'D RATHER NOT TALK ABOUT

NO FEELINGS THAT I AM AWARE OF

Source: Argus Communications

CALIFORNIA DEMONSTRATION PROGRAM
DE ANZA JUNIOR HIGH SCHOOL

HERE AND NOW WHEEL



Put one of the feelings you are experiencing right now in each section of the circle.

Source: Values Clarification course taken.

IALAC SURVEY

DO NOT PUT YOUR NAME ON THIS PAPER. PUT A CHECK BY THE THINGS YOU HAVE DONE IN THE PAST WEEK.

- - - - - - - - - - - - - - - - -

TAG BUILDERS	TAG TEARERS
_____ 1. SAID "THANK YOU" TO SOMEONE.	_____ 1. SAID SOMETHING MEAN TO SOMEONE.
_____ 2. SAID "HELLO" TO SOMEONE YOU DON'T KNOW.	_____ 2. TOOK "CUTS" IN A LINE.
_____ 3. SAID "EXCUSE ME" TO SOMEONE.	_____ 3. TALKED BACK TO A TEACHER OR A PARENT.
_____ 4. GAVE SOMEONE A COMPLIMENT.	_____ 4. REPEATED A RUMOR.
_____ 5. DID A FAVOR FOR SOMEONE.	_____ 5. DISTURBED A CLASS.
_____ 6. SAID SOMETHING NICE TO A TEACHER.	_____ 6. CALLED SOMEONE A BAD NAME.
_____ 7. HELPED SOMEONE WITH THEIR WORK.	_____ 7. DIDN'T KEEP YOUR HANDS TO YOURSELF.
_____ 8. SMILED AT SOMEONE YOU DON'T KNOW.	_____ 8. WAS TARDY TO A CLASS.
_____ 9. SAID "I'M SORRY" TO SOMEONE.	_____ 9. MADE FUN OF SOMEONE.
_____ 10. DID AN EXTRA CHORE AT HOME WITHOUT BEING ASKED.	_____ 10. DIDN'T ANSWER WHEN SOMEONE SAID "HELLO" TO YOU.
TOTAL CHECKS THIS ROW _____	TOTAL CHECKS THIS ROW _____

FOR YOUR I A L A C SOCRE SUBTRACT THE SECOND ROW TOTAL FROM THE FIRST ROW TOTAL

MY IALAC SCORE

_____

Developed by:
Ann Flatten

DE ANZA READING CENTER - COUNSELING PROGRAM

IALAC (I Am Loveable and Capable)

Check the items below that make a sentence with which you agree:

	I LIKE PEOPLE WHO:		I AM A PERSON WHO:
____1.	Are friendly	____1.	Is friendly
____2.	Laugh a lot	____2.	Laughs a lot
____3.	Keep secrets	____3.	Keeps secrets
____4.	Spread rumors	____4.	Spreads rumors
____5.	Are kind to animals	____5.	Is kind to animals
____6.	Tell lies	____6.	Tells lies
____7.	Walk away while I'm talking	____7.	Walks away while someone is talking.
____8.	Smile at me	____8.	Smiles at others
____9.	Talk about me behind my back	____9.	Talks about others behind their back
____10.	Tell the truth	____10.	Tells the truth
____11.	Talk back to adults	____11.	Talks back to adults
____12.	Are honest	____12.	Is honest
____13.	Complain a lot	____13.	Complains a lot
____14.	Are serious about their school work	____14.	Is serious about my school work
____15.	Act "big"	____15.	Acts "big"
____16.	Tease me	____16.	Teases others

The items you checked in the first list describe the kind of person you like for a friend.

The items you checked in the second list describe you. Compare your lists.

Are you the kind of person you would like for a friend?

You may want to compare your list with a friend's list or share your list with your family.

Developed by: Ann Flatten

CHARACTERISTICS OF THE HIGH SELF-ESTEEM PERSON

Creative
Productive
Responsible
Independent
Confident
Friendly
Self-respecting
Healthy
Happy
Skillful
Intelligent
Assertive
Exploratory
Has something to offer others
Content
Self-disciplined
Open-minded
Ethical
Competent
Influential
Enjoys learning
Financially secure
Trustworthy
Loyal
Enthusiastic
Optimistic

Has leadership qualities
Lots of energy (doesn't lose energy through anxiety)
Low level anxiety
Altruistic
Warm and loving
Is not a perfectionist
Rarely suffers guilt
Takes risk on occasion
Spontaneous
Makes decisions from "Adult"
Expresses opinions
Non-conformist (thinks for himself)
Involved
Successful (according to his standards)
Persevering
Enjoys being alone
Enjoys challenges
Inquisitive
Courage of his convictions
Gives respect to others
Trusting
Values people over things
Has "realistic" expectations of self
Empathetic
Flexible

Source: M'Lee Terry

TEN PRINCIPLES OF BEHAVIOR CHANGE

Cathie Brown
October, 1974

1. Responses from adults are essential to the psychological health of children.

2. Being nagged at, criticized, and punished are more desirable than being ignored.

3. Behavior which is followed by positive consequences is more apt to be repeated than that which is followed by negative consequences or goes unnoticed.

4. Respond to ---REWARD---behavior you want.

5. Helping a child learn an acceptable way to behave is more effective than responding to unacceptable behavior.

6. Select a 'small' target behavior you want a child to learn. Don't begin with a difficult behavior. Change comes in gradual steps.

7. Learn what is rewarding to the child.

8. Positive reinforcements may be comments, smiles, hugs, privileges of planning a class party, baking the class a cake, or planning a special trip.

9. Reinforcers which help a child receive good feelings from other children are most effective. These help him feel better about himself, less dependent on adult approval, and more equal to his peers.

10. Punishment is important in expiating a child's guilt, but it does not teach new ways to behave.

CALIFORNIA DEMONSTRATION PROGRAM

DE ANZA JUNIOR HIGH SCHOOL

ACTIVE LISTENING PRACTICE

Below are 12 messages from children which express a problem, feeling, or idea they are experiencing. Give an empathetic and helpful message.

1. I hate you; you like Jimmy better than me!

   Reply:

2. None of the kids want to play with me - they told me to go away.

   Reply:

3. I don't want to go back; I want to stay here with you.

   Reply:

4. I can't do math; it's too hard for someone like me.

   Reply:

5. Gee, you never play baseball with us or have time.

   Reply:

6. I always have to go to bed at 7:30; that's for babies.

   Reply:

7. I don't have to clean up my room! It's my room, isn't it?

   Reply:

8. I don't want to drink that grape juice--it tastes terrible!
   I hate this school's cafeteria!

   Reply:

9. I hate to ask my parents for spending money. I wish I could get a job or have a regular allowance.

   Reply:

10. My friend always gets to watch his T.V. programs. I never get to choose.

    Reply:

Active Listening Practice (continued)

11. WOW!! Only two more weeks and we get to go to Disneyland!

    Reply:

12. What's the use of trying - that Teacher's sure I'm no good!

    Reply:

Source: Parent Effectiveness Training

CALIFORNIA DEMONSTRATION PROGRAM

DE ANZA JUNIOR HIGH SCHOOL

RECOGNIZING ROADBLOCKS TO GOOD COMMUNICATION

Use the list at the bottom of this page to pick out the type of "roadblock" in these commonly used, adult messages. Mark the letter of the roadblock on the line before the item number.

_____1. Why can't you be more like Sammy? He never talks back to me like you do.

_____2. Go to the office right now, and don't you dare come back until you can act your age!

_____3. You probably don't like school because you're always in trouble.

_____4. My, what a good boy you are, picking up all the materials.

_____5. You only feel that way because your friends say it's the cool thing to do.

_____6. It is your duty as a citizen (member, etc.) to tell the truth--I can't help it if you're afraid.

_____7. Who do you think you are, talking that way?

_____8. Have you thought about talking it over with your mother? Perhaps she'll understand.

_____9. When I was your age, I never had the wonderful opportunities you have.

_____10. The next time I see you do that, you'll go to the principal's office.

_____11. You're just acting this way because you want attention.

_____12. Poor little baby...you hurt your little finger...come on let me see.

_____13. Do you have any idea how hard it is to get a job without a high school diploma?

_____14. The longer you stay in school, the more money you'll probably earn.

_____15. Don't be silly, Janet! Of course I like you.

Recognizing Roadblocks To Good Communication (continued)

ROADBLOCKS:

a) ORDERING - DIRECTING
b) WARNING - THREATENING
c) MORALIZING - PREACHING
d) INSTRUCTING - LECTURING
e) GIVING ANSWERS - SOLUTIONS (IGNORING FEELING)
f) EVALUATING: CRITICIZING - JUDGING - NEGATIVE WAYS
g) EVALUATING: PRAISING - JUDGING - POSITIVE WAYS
h) ANALYZING - DIAGNOSING
i) QUESTIONING - PROBING
j) DIVERTING - AVOIDING
k) TEASING - NOT TALKING SERIOUSLY
l) COMPARING

Source: Parent Effectiveness Training

CALIFORNIA DEMONSTRATION PROGRAM
DE ANZA JUNIOR HIGH SCHOOL

10 WAYS TO SABOTAGE DEALING WITH FEELINGS

1.	Give an order or command.	THE COMMANDER
2.	Issue a warning or threat.	THE THREATENER
3.	Preach or moralize.	THE PREACHER
4.	Give advice or provide a solution.	THE PROBLEM SOLVER
5.	Use logical persuasion.	THE RATIONAL MIND
6.	Agree or praise.	THE COMPLIMENTER
7.	Disagree or criticize.	THE CRITICAL PARENT
8.	Analyze or diagnose	THE PSYCHIATRIST
9.	Offer sympathy or reassurance.	THE COMFORTER
10.	Ask probing questions	THE PROBER

Source: Parent Effectiveness Training

CALIFORNIA DEMONSTRATION PROGRAM

DE ANZA JUNIOR HIGH SCHOOL

MUTUAL PROBLEM SOLVING

1. Identifying and defining the problem or conflict

   a. Choose a time when both parties aren't busy
   b. Tell the child clearly that there is a problem that must be solved
   c. Send "I" messages to tell what is bothering you, what feelings you have, or what needs of yours aren't being met
   d. Emphasize that you want the child to join you in finding a solution which is acceptable to you both

2. Generating possible solutions

   a. Generate a variety of solutions and try to start with solutions the child thinks of
   b. Accept all ideas - do not evaluate them at this stage

3. Evaluating the alternative solutions

   a. State honest feelings about the solutions
   b. Eliminate those that are unacceptable to either parent or child for whatever reason

4. Deciding on the best solution

   a. Sometimes one solution will appear to be the very best and is acceptable to all concerned.
   b. Otherwise, to arrive at a solution, keep testing them out against the feelings of the child with questions such as, "Would this solution be OK now?" "Do you think this one would solve our problem?"
   c. Say, "OK, let's try this one and see if it works". Don't think that the decision is necessarily final
   d. If it involves a number of points, write them down
   e. Make sure all involved are committed to carrying out the decision

5. Implementing the decision

   a. Who is to do what, by when?
   b. Specifics about standards of performance need to be worked out such as, how "neat" a room is to be

6. Follow-up evaluation

   Sometimes it is unnecessary or impossible for someone to carry out the decision. Re-formulation of the solution may be necessary. Checking back with the child by asking, "Are you still satisfied with our decision?" communicates to the child your concern about his/her needs.

Source: Parent Effectiveness Training

EFFECTIVE PARENTING

The Goal of Parenting: to help an individual improve his ability to take good care of himself.

Psychological health, that is, the ability to take good care of oneself, involves the development of three basic abilities:

1. THE ABILITY TO SEPARATE ONESELF EMOTIONALLY FROM THE PARENT
   a. To feel secure in depending on one's own capacities.
      example: Who gets your children up? How old are they?....
   b. To establish and maintain ownership rights of time, space and property.
      example: Does every person in the family have their own things and certain space that is just for them?
   c. To approve of oneself and lessen the need for approval from others.
      example: Can you as a parent say no and mean it?...and follow through? Can your child take a no?
   d. To make decisions and withstand disagreement and disapproval.
      example: Can you withstand family and neighbor pressure in holding to your own norms for raising your family? Can your children withstand disapproval?
   e. To plan one's own pleasures and rewards.
      example: Can each person in the family plan something within the family for themselves?
2. THE ABILITY TO BE EFFECTIVE
   a. To protect your person and react to agression.
      example: Can your children defend their person without being bullies?
   b. To set limits and say no.
   c. To make demands of oneself and others.
      example: Do you procrastinate as a parent? Do your children?
   d. To use anger instrumentally.
      example: What do you accomplish when you get angry? What should your children accomplish when they get angry?

Effective Parenting (continued)

e. To express competencies.
   example: Do you know what you are able to do? Your children do?

f. To recognize that being effective feels lonely, while helplessness invites caretaking.
   example: As a parent, can you stand alone, or do you require everyone to take care of you? What about your children?

3. TO EXPRESS TENDERNESS, AFFECTION, AND CLOSENESS

a. To let others know you are pleased.
   example: Can you give compliments and take them? Can your children? Do you let others know when you are pleased by them? Can your children do this?

b. To develop ways to please others.
   example: Do you find yourself growing in consideratenes:s for others? Do you find your children growing this way?

c. To develop supportive friendships.
   example: How do your friendships help you realize yourself fully? Do your children know how to establish good friendships?

d. To express tender feelings through words, touch, and actions.
   example: How do you feel when you say something tender to someone? Can your children do this? Can you touch someone other than a baby tenderly? Do you let your children be tender with you through touch?

ONTARIO-MONTCLAIR SCHOOL DISTRICT

DE ANZA READING CENTER

DATE:

FROM: Mary Guillen, Counselor

MEMORANDUM TO:

PERSON(S):

TOPIC:

(Description)

PLEASE INDICATE BY CHECKING, THE DEGREE THAT IS MOST REASONABLY CLOSE AS AN INDICATOR OF THE INSTRUCTIONAL AND BEHAVIORAL ACCOMPLISHMENT LEVELS OF:

_____
(Student's Name)

BEHAVIORAL:

	Often	Sometimes	Seldom
1. Practices Self Control.			
2. Shows respect for him/herself.			
3. Gets along with peers			
4. Can relate to adults (speech & behavior)			
5. Shows ability to work well with others in a group.			
6. Demands attention inappropriately (acts out, shouts, silly, etc.)			
7. Check one: Appears to be: Overly shy:			
8. . . . . Sensitive:			
9. . . . . Agressive:			
10. . . . . Independent:			

INSTRUCTIONAL:

	Often	Sometimes	Seldom
1. Completes class assignments.			
2. Shows interest in improving his own skills.			
3. Completes homework assignments (when given).			
4. Participates in class or group discussion.			
5. Shows self confidence in a learning or instruction situation. (raises hand, asks questions, contributes)			
6. In general has a positive attitude toward school.			
7. Shows confidence in asking for help when needed.			
8. Shows responsibility by coming to class on time and prepared with needed materials. (pencil, paper, etc.)			

9. This student is working:

Check the subject you teach him/her

a. Below
b. At
c. Above

his/her present grade level

___Electives
___P. E.
___Science
___Reading
___Math
___English
___Social Studies

10. There seems to be a discrepancy between his/her (tested) ability and his/her achievement in (Subject)

___Yes
___No

TEACHER COMMENTS: (If you would prefer to keep your comments confidential and share them with me verbally, I would be most appreciative, because they would be possibly very helpful in working with the student.

Memorandum Continued

ONTARIO-MONTCLAIR SCHOOL DISTRICT

DE ANZA READING CENTER

_____
date

MEMORANDUM TO:

FROM: Mary Guillen, Counselor

TOPIC: Behavior Modification Check list for Student-Teacher or Student-Counselor or Student-Principal "CONTRACT"

- -

AGREEMENT:

I,_____, agree to keep the following item or items; for_____class with_____ _____teacher(s):

1. I will be on time for class daily.
2. I will bring all needed materials to class: (pencil, pen, paper, books, etc.)
3. I will work on my own when I am asked by the teacher.
4. I will work in a group when asked by the teacher.
5. I will work without disturbing anyone unnecessarily.
6. I will complete any reasonable assignments.
7. I will bring in homework assignments.
8. I will ask for help without disturbing others in class.

. . . . I agree to do_____of the above items on a daily basis as part of a_____(system-agreement etc.)

SIGNED_____
(student)

_____
(teacher)

_____
(principal and/or counselor)

Monday	Tuesday	Wednesday	Thursday	Friday

A - outstanding

B - good effort

C - some effort

D - weak effort

F - practically no effort

_____

verified by Teacher

_____

verified by Counselor/Principal

_____

seen by parent

Memorandum continued

DE ANZA READING CENTER

GROUP COUNSELING CONTRACT

_____ 1. I want to understand myself better.

_____ 2. I want to understand others better.

_____ 3. I want to learn how to make better friendships.

_____ 4. I want to gain more confidence in myself.

_____ 5. I want to learn to solve problems without fighting or arguing.

_____ 6. I want to learn how to express my feelings with words.

_____ 7. I want to learn to really listen to what others say about themselves and me.

_____ 8. I want to learn how to ask questions in a group.

_____ 9. I want to learn how to agree and disagree with others without putting them down.

_____ 10. I want to learn how to help others feel good about themselves.

_____ 11. I want to learn how to talk about my problems.

_____ 12. I want to learn how and when to say no to others.

_____ 13. I want to learn how to make right decisions for myself.

_____ 14. I want to learn to take care of myself.

_____ 15. _____

_____

_____ 16. _____

_____

_____ 17. _____

_____

_____ 18. _____

_____

_____ _____

Today's Date Student's Signature

DE ANZA JUNIOR HIGH SCHOOL

De Anza Reading Center - Counseling Program

PRACTICAL SUGGESTIONS FOR BUILDING SELF ESTEEM IN THE CLASSROOM

1. Learn the students names as soon as possible.

2. Help the students learn each other's names soon. (perhaps using a dynamic for introductions)

3. State your expections of your students in terms of their behavior, social and academic; these should be made clear right from the first day of school.

4. Establish YOUR priority: people vs subject area

5. Administer inventories (interest, career, etc.) which will give you helpful background information in the planning of your classes and in conferencing with your students.

6. Allow your students options, choices whenever possible: (seating, contracts, rewards, projects, etc.)

7. Use something like Driekur's behavior scale as a frame of reference. Or, at least, formulate your own basic philosophy of human nature and what you expect.

8. Allow a limited amount of "unwind" time when you notice anxiety and tension.

9. Allow periodic "rap sessions" depending on needs.

10. Have some reading and audio-visual counseling material available in your classroom.

11. Have periodic Dynamic exercises that help humanize the classroom e.g. role playing (with a clear purpose in mind).

12. Go for a walk as a class.

13. Conference individually with at least some of your students; hopefully, all of them. Emphasize listening and confidentiality. Talk about classroom loyalty.

14. Allow some silent time for reflection on some topic, question, poem, etc.

PRACTICAL SUGGESTIONS FOR BUILDING SELF ESTEEM IN THE CLASSROOM (cont'd)

15. Allow some "drop in" time before or after school on certain days.

16. Avoid ever using sarcasm or put downs with your students.

17. Allow some planned discussion time periodically. Be sure to explain and model the difference between discussions, debate, argument, disagreement, etc.

18. Administer a pre and post self-concept test so you can measure any growth or change.

19. Show some Media presentations on self-concept and values to the whole class and allow time for discussion. e.g. IALAC .... plus discussion on "put downs."

20. Allow time for the expression of feelings and needs. e.g. how to use Active Listening and "I" messages from P.E.T. Model.

21. Have a box in your classroom where students can drop in anonymous questions, suggestions, comments, etc.

Developed by
Mary A. Guillen
Project Counselor
De Anza Reading Center

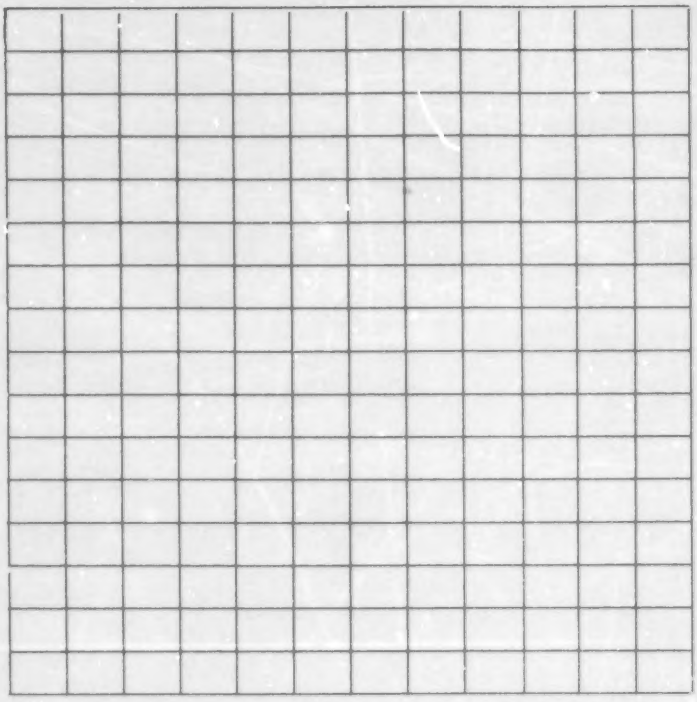
GUIDANCE STATISTICS

COUNSELOR
MARY A. GUILLEN

STUDENT: _____

DATES:

1. Personal Counseling
2. Career Counseling
3. Group Counseling
4. Scheduling
5. Parent Contact: phone/visit
6. Academic Counseling
7. Informal Counseling
8. Observation in Class
9. Placement (Special Referral)
10. Attendance Counseling
11. Problem Solving Conference
12. Teacher-Student Conference
13. Behavior counseling for more positive social skills
14.
15.
16.



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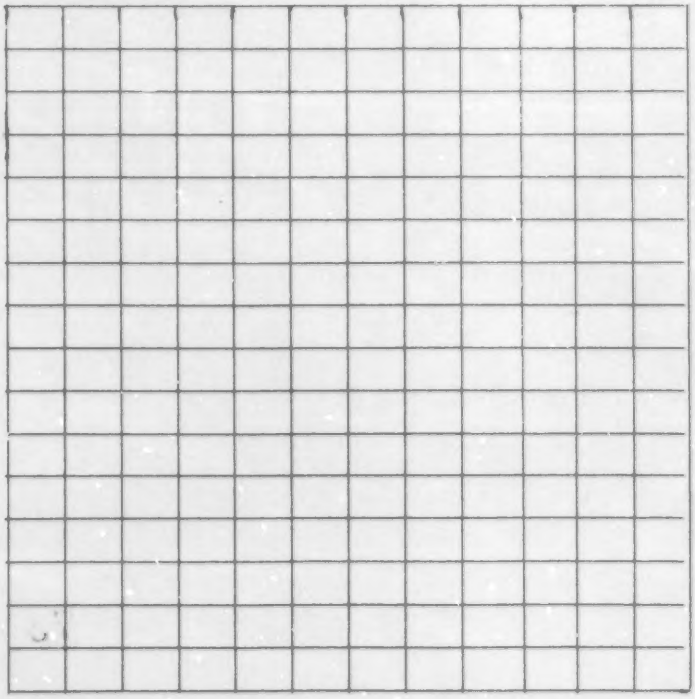
15.
16.



DE ANZA READING CENTER

COUNSELEE EVALUATION FORM Date_____

What were your feelings during this session?
For each feeling circle the answer which best tells how you felt.

During the session I felt:

1. Embarrassed	No	Some	A Lot
2. Relaxed	No	Some	A Lot
3. Cared about	No	Some	A Lot
4. Like crying	No	Some	A Lot
5. Warm	No	Some	A Lot
6. Strange	No	Some	A Lot
7. Hurt	No	Some	A Lot
8. Loving	No	Some	A Lot
9. Angry	No	Some	A Lot
10. Pleased	No	Some	A Lot
11. Confused	No	Some	A Lot
12. Encouraged	No	Some	A Lot
13. Afraid	No	Some	A Lot

COUNSELOR_____ COUNSELEE_____

COMMENTS:

READING PLAN

NAME_____ LEVEL_____

MYSTERIES	SCIENCE FICTION	BIOGRAPHY
FANTASY	ADVENTURE/HISTORY	SPORTS
AUTOBIOGRAPHY	SCIENCE/ANIMAL	CLASSICS

READING PLAN

NAME_____ LEVEL_____

MYSTERIES	SCIENCE FICTION	BIOGRAPHY
FANTASY	ADVENTURE/HISTORY	SPORTS
AUTOBIOGRAPHY	SCIENCE/ANIMAL	CLASSICS

STUDENT NAME_____ AGE_____ PERIOD_____

DATE OF ENTRY_____ DROP_____ PREV. SCH_____ GROUP _____

ADDRESS_____ PHONE_____ TEACHER_____

INST. READING LEVEL_____ EM. PHONE_____

ORIENTATION DATE_____

_____DIAG. YR____VOC. PRE____POST____COMP. PRE____POST____TOTAL_____

TESTING YR____VOC. PRE____POST____COMP. PRE____POST____TOTAL_____

_____CTBS YR____VOC. PRE____POST____COMP. PRE____POST____TOTAL_____

YR____VOC. PRE.___POST____COMP PRE____POST____TOTAL_____

SPECIAL IDENTIFICATION OR NEEDS:_____

IMPORTANT MEDICAL NOTE:_____

SELF CONCEPT TEST DATA: YR____PRE____POST____YR____PRE____POST____

ACTION PLAN: 1._____2_____3._____

READING ACHIEVEMENT GOAL: YR____FROM____TO____ YR____FROM____TO____

BEHAVIOR GOAL: YR_____YR_____

CAREER COUNSELING_____ACAD. COUNS._____BEHAVIOR COUNS._____

PERSONAL COUNS._____TEACHER REFER._____GROUP COUNS._____YR___YR___

HOME CONTACT: VISIT_____PHONE_____STAFFING NEED_____TEACHER CONSULT._____

OTHER INFORMATION_____

COMMENTS:_____

_____

STUDENT_____ TWO YEAR ACADEMIC PROFILE

TRIMESTER DEFICIENCY REPORTS 19___ to 19___ AND 19___ to 19___

SUBJECTS	ONE	TWO	THREE	ONE	TWO	THREE
ASSISTANCE DESCRIPTION:						
OTHER COMMENTS:						

ONTARIO—MONTCLAIR
SCHOOL DISTRICT

DEMONSTRATION READING PROGRAM

DE ANZA READING CENTER
1450 SOUTH SULTANA AVENUE
ONTARIO, CALIFORNIA 91761
(714) 983-2118

PARENTAL PERMISSION FORM

Dear Parents:

We are fortunate to be able to include in our present school program an opportunity for some of our students to participate in a group counseling experience.

The students are interviewed individually, then invited to join a group for a series of once a week meetings.

If you care to have your son/daughter participate, please sign below and return to the office.

If you have any questions regarding the above information, please feel free to call.

My son/daughter _____
has my approval to participate in a group counseling experience.

_____ _____
Date Signature of Parent/Guardian

ABOUT SCHOOL

He always wanted to say things. But no one understood.
He always wanted to explain things. But no one cared.
So he drew.

Sometimes he would just draw and it wasn't anything.
He wanted to carve it in stone or write it in the sky.
He would lie out on the grass and look up in the sky and
it would be only him and the things inside that needed saying.

And it was after that, that he drew the picture.
It was a beautiful picture. He kept it under the pillow and
would let no one see it.

And he would look at it every night and think about it.
And when it was dark, and his eyes were closed, he could still
see it.
And it was all of him.
And he loved it.

When he started school he brought it with him.
Not to show anyone, but just to have with him like a friend.

It was funny about school.
He sat in a square, brown desk like all the other square brown
desks and he thought it should be red.
And his room was a square, brown room. Like all the other rooms.
And stiff.

He hated to hold the pencil and the chalk with his arm stiff and
his feet flat on the floor.
Stiff, with the teacher watching and watching.

And then he had to write numbers. And they weren't anything.
They were worse than the letters that could be something if you
put them together.
And the numbers were tight and square and he hated the whole thing.

The teacher came and spoke to him. She told him to wear a tie
like all the other boys.
He said he didn't like them and she said it didn't matter.

After that they drew.
And he drew all yellow and it was the way he felt about the
morning.
And it was beautiful.

About School (continued)

The teacher came and smiled at him. "What's this? she said. "Why don't you draw something like Ken's drawing? Isn't that beautiful?"
It was all questions.

After that his mother bought him a tie and he always drew airplanes and rocketships like everyone else.
And he threw the old picture away.

And when he lay out alone looking at the sky, it was big and blue and all of everything, but he wasn't anymore.

It had stopped pushing.
It was crushed stiff.
Like everything else.

(This poem was turned in to a teacher in Regina, Saskatchewan, by a senior in high school. Although is is not known if he actually wrote it himself, it is known that he committed suicide a few weeks later.)

MATERIALS
FOR
COUNSELING

ARGUS COMMUNICATIONS

PEACOCK FILMSTRIPS:

I A L A C

WHY AM I AFRAID TO TELL YOU WHO I AM?

YOU HAVE TO WANT SOMETHING

ROLES AND GOALS

THE WONDER OF IT ALL

PURPOSE: To motivate the counselee to develop a positive self concept and to learn how to promote a positive self concept in his peers.

FORMAT: There are six filmstrips and a cassette and/or record to accompany each filmstrip. They deal with present contemporary human relational situations. They are meant to awaken a positive attitude toward life. This is particularly true of the IALAC series.

TEACHER'S MANUAL: Contains operation instructions, photographs of the filmstrips, accompanying narration, discussion questions and a suggested bibliography.

TEACHER COMMENTS: These filmstrips and accompanying guides contain material suitable for launching group counseling sessions, as well as discussion groups in social studies, language or a human relations class. The IALAC filmstrip and cassette as well as, "Why Am I Afraid to Tell You Who I Am?" are especially suitable and applicable for using as an individual or group effort towards bettering human interaction in the classroom, at home and among peer groups. It is a superb tool for counteracting the put-down syndrome.

PUBLISHER: Argus Communications
7440 Natchez Avenue
Niles, Illinois 60648

AUDIO/VISUAL NARRATIVE ARTS, INC.

FILMSTRIP AND CASSETTE:	VIOLENCE U.S.A. WHAT KIND OF PEOPLE ARE WE?
PURPOSE:	For developing staff and student awareness of the social pressures of our time and their effects on young people in particular.
FORMAT:	There are two filmstrips and two cassette tapes. They deal with the nature, causes and history of violence in the U.S.A.
TEACHER'S MANUAL:	Contains an introduction, explanation, the accompanying narration and some suggestions on how to raise some pertinent discussion questions. It also contains a brief bibliography.
TEACHER COMMENTS:	These filmstrips and accompanying cassettes contain thought provoking discussion topics and questions which are appropriate for both adolescents and adults. The topics would be suitable for discussion groups, in English, social studies, group counseling session or a human relations class.
PUBLISHER:	Audio Visual Narrative Arts, Inc. Box 9 Pleasantville, New York 10570

CENTER FOR HUMANITIES

SLIDE TITLES:

AM I WORTHWHILE: IDENTITY AND SELF CONCEPT

COPING WITH LIFE: FRUSTRATIONS AND DISAPPOINTMENT

MAN'S SEARCH FOR IDENTITY

HOW WE BECOME OURSELVES

HUMAN RELATIONSHIPS: WHY THEY SUCCEED/FAIL

PERSONAL COMMUNICATION: GESTURES, EXPRESSIONS AND BODY ENGLISH

COPING WITH THE SOURCE OF ANXIETY

MAN AGAINST MAN: A STUDY OF AGGRESSION AND CONFLICT

PROBLEMS IN HUMAN RELATIONS: RESOLVING PERSONAL CONFLICTS

PURPOSE: To motivate the students to reflect on their self concept as individuals and within their peer group; to promote a positive self image and a positive manner of coping with life situations and problems.

FORMAT: There are two slide series in each kit: Part I and II. They deal with the themes which the titles indicate. These themes are portrayed with the best of classical and modern art, literature, music and narration. Through slides the programs present the universal themes of the human condition in its varied facets.

TEACHER'S MANUAL: Contains a good introduction, the actual narration, the titles of the art, music and literary works used; also contains discussion questions, related activities, summary content, inquiry questions for slides and a suggested reading list.

CENTER FOR HUMANITIES (CONTINUED)

TEACHER COMMENTS: This series contains a broad spectrum of bases for discussion, role playing, listening, and other group dynamic related activities that not only appeal to students but are useful to parents and teaching-counseling staffs. They can be used for a wide variety of purposes, including a human relations class.

PUBLISHER: The Center for Humanities, Inc.
Two Holland Avenue
White Plains, New York 10603

ONTARIO-MONTCLAIR SCHOOL DISTRICT

DE ANZA JUNIOR HIGH SCHOOL READING CENTER

GUIDANCE COUNSELING PROGRAM

USES FOR THE HUMANITIES SLIDE PRESENTATIONS:

1. Student orientation to group counseling
2. Staff orientation to group counseling
3. Staff Development
4. Parent orientation to group counseling
5. In student group sessions
6. In staff faculty sessions
7. In parent groups (English and Spanish speaking)
8. Community orientation to group counseling
9. As a basis for implementing change in counseling perspectives
10. As a basis for discussion groups in other departments
11. For combined teacher, student, parent, counselor conferencing
12. As a basis for classroom behavior modification programs
13. As a basis for implementing and integrating the multi cultural component
14. As a basis for implementing a career awareness thrust
15. As a resource for a human relations class.

OTHER POSSIBILITIES NOT YET EXPLORED:

1. Classroom counseling by teachers
2. Team counseling approach
3. On-going staff and department development approach
4. Basis for humanizing and integrating instructional programs
5. As a basis for launching a peer counseling program.

CONTEMPORARY PROBLEMS READING SERIES

READING SERIES CASSETTES AND BOOKS:

CRISIS

H. E. L. P.

DRUNK

PURPOSE: To motivate the counselee to read independently materials related to social problems such as drugs to gain information, to develop a healthy attitude formation and to eliminate misinformation.

FORMAT: The set contains one book copy of each title and one accompanying cassette tape. There is also one teacher's manual.

TEACHER'S MANUAL: Contains an introduction to the student book and the cassette, some objectives, a readability formula, suggestions for where to use the series, projects and activities, suggested supplementary materials, a synopsis of each book and an introduction to the authors and consultants involved in compiling the series.

TEACHER COMMENTS: These books and cassettes contain the information related to drugs, alcohol and pills which students should be aware of. This information is presented through stories of young people who get caught in a network of problems. Because students can readily relate to the situations and problems, this is a useful tool for individual guidance.

PUBLISHER: Educational Activities, Inc.
Box 392
Freeport, New York 11520

COPING WITH SERIES

SERIES TITLES INCLUDE:	FACTS AND FANTASIES ABOUT DRUGS SOME COMMON CRUTCHES CAN YOU TALK WITH SOMEONE ELSE? TO LIKE AND BE LIKED PARENTS CAN BE A PROBLEM
PURPOSE:	To motivate the counselee to read in relation to guidance received in a specific area or as part of preparing to participate in a group counseling situation.
FORMAT:	There is one copy of 23 different titles. They deal with the most problematic areas of concern to a young person. Identity, making friends, loneliness, drugs, alcohol, etc., are all dealt with in a manner relevant to youth.
TEACHER'S MANUAL:	There are two. They contain suggestions for use with individuals and groups, presenting areas to explore, controversial discussions, ground rules and a Teacher-Counselor Bibliography of General Interest.
TEACHER COMMENTS:	These books cover the gamut of concern and appeal for young people. They are recommended for independent guidance follow-up reading as well as for group counseling discussion sessions.
PUBLISHER:	American Guidance Service, Inc. Publisher's Building Circle Pines, Minnesota 55014

EYE GATE INSTRUCTIONAL MATERIALS

FILMSTRIP AND CASSETTE TITLES:

OTHER'S VALUES/YOUR VALUES

LIES, HALF-TRUTHS AND UNTOLD TRUTHS

WHO CARES/STAYING INVOLVED

RIGHT, WRONG OR MAYBE

STEALING

CHEATING AND CHISELING

PURPOSE: To motivate the counselee to clarify his values by discussing them with his peers.

FORMAT: There is a filmstrip and an accompanying cassette tape with each title. They deal with problematic crisis situations. They require the student to respond immediately in discussion, and through that process, see his values, compare them and prioritize them in the light of what the moderator and his peers say.

TEACHER'S MANUAL: A "Guide for the Teacher" is recorded at the end of each strip audio presentation.

TEACHER COMMENTS: These filmstrip audio presentations contain relevant crisis situations which the student can relate to very easily. As soon as the problem is presented, the student can respond. This is very important for working with the adolescent because it seems he must first have the opportunity to react and respond before he can listen and clarify. These presentations seem to take that into account.

PUBLISHER: Eye Gate House
146-01 Archer Avenue
Jamaica, New York 11435

COUNSELING

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Publications developed by the Demonstration Reading Program, De Anza JHS, 1450 South Sultana Avenue, Ontario, California 91761

De Anza Designs a Management System for Reading

De Anza Designs Resources in Reading

A Guide to Group Counseling

A Human Relations Class Syllabus

Reading in a Supportive Environment